**MATHS RUBRIC KINDER**

**I Period 2010 2012**

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| **STRAND** | **D** | **C** | **B** | **A** |
| ***Data Handling***  ☑ Collects records and organizes data on a bar graph. (Phase 2) | Interviews less than 4 people and has difficulties either to collect data or record it in a tally chart and has difficulties organizing the data on a bar graph. | Interviews less than 6 people to collect data recording the info in a tally chart and has difficulties organizing the data on a bar graph. | Interviews 6 to 8 people to collect data recording the info in a tally chart and organizing the data on a bar graph. | Interviews more than 8 people to collect data recording the info in a tally chart and organizing the data on a bar graph. |
| ☑ Identifies outcomes in order of likelihood: will happen, might happen, won´t happen (Phase 2) | Identifies outcomes in order of likelihood: will happen, might happen, won´t happen. Using concrete attributes 1/2 (At least 3 attributes-colors, shapes) | Identifies outcomes in order of likelihood: will happen, might happen, won´t happen. Using concrete attributes 3/6 (At least 3 attributes-colors, shapes) | Identifies outcomes in order of likelihood: will happen, might happen, won´t happen. Using concrete attribute 4/6 (At least 3 attributes-colors, shapes) | Identifies outcomes in order of likelihood: will happen, might happen, won´t happen. Using concrete attribute 5 and 6/6 (At least 3 attributes-colors, shapes) |
| ***Measurement***  ☑ Estimates, compares and measures length (short, long). (Phase 1) | Using non-standard units measures, but has difficulties comparing and estimating length (short and long) | Using non-standard units estimates, measures, but has difficulties comparing length (short and long) | Using non-standard units estimates, measures and compares length (short and long) | Using non-standard units estimates, measures and compares length (short and long) and justifies answers appropriately according to actual experiences. |
| ***Shape and Space***  ☑Sorts 3D shapes (*cube, rectangular prism, sphere, cylinder and cone*) (Phase 1) | Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone). 2-3/5 | Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone). 2-3/5 | Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone) 5/5. (Phase 1) | Sorts 3D shapes *(cube, rectangular prism, sphere, cylinder and cone).* 5/5, and names some of them. |
| ☑Follows instructions that describe position: between, next to, behind *(Review: In, out, on, under)*  (Phase 1) | Follows instructions that describe position: between, next to, behind less than 2 (Phase 1) | Follows instructions that describe position: between, next to, behind 2/3 (Phase 1) | Follows instructions that describe position: between, next to, behind (Phase 1) | Follows instructions that describe position: between, next to, behind and use them autonomously in context situations. |
| ***Patterns and Functions***  ☑*Extends patterns and create new ones. (Phase 2)* | Has a difficulty to extend and to create patterns using less than 3 objects and using 1 or 2 variables. (Phase 2) | Extends and creates patterns both left and right, using less than 3 objects and using 1 or 2 variables.(Phase 2) | Extends and creates patterns both left and right, using 3 objects and at least 2 variables.(Phase 2) | Extends and creates patterns both left and right, using 4 or more objects and at least 2 variables.(Phase 2) |
| **NUMBER**  ☑ Identifies numbers up to 20. (Phase 1) | Identifies numbers up to 20 in less than 16numbers. | Identifies numbers up to 20 between a range of 16 to 20 numbers | Identifies all the numbers worked during the term. (20) | Identifies numbers beyond the range worked during the term. (20 or more) |
| ☑ Estimates amounts and distances in real situations (Phase 1) | Is not able to estimate quantities and distances accurately | Estimates quantities and distances medium accuracy | Estimates quantities and distances accurately | Estimates quantities and distances with high accuracy |
| ☑ Counts up to 20, with one-to-one correspondence. (Phase 1) | Not able to count up to 20 with with one-to-one correspondence. Skips some numbers or doesn´t follow the sequence. | Counts up to 20, one object per number, makes mistakes but corrects himself | Counts up to 20 with one-to-one correspondence | Counts beyond 20 with one-to-one correspondence |
| ☑ Explains n+1. (Phase 1) | Is not able to explain n+1 with numbers up to 10 using concrete material | Explains n+1 with numbers up to 10 using concrete material (is not able to explain that a missing quantity fits in its correct place) | Explains n+1 with numbers up to 10 using concrete material | Explains n+1 generalizing the rule for numbers beyond 10 |
| ☑ Using objects finds, draws and orders all possible 2-number combinations to make numbers 5-9. (Phase 1 + Phase 2) | Is not able to use objects to find, draw and order possible combinations of numbers less than 4 | Using objects finds, draws and orders all possible combinations of numbers up to 4 | Using objects finds, draws and orders all possible combinations of numbers to 5 | Using objects find, draws and orders all possible combinations of numbers beyond 5 and writes equations |
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